DOCUMENT RESUME

ED 091 392 SP 008 069

TITLE	Report on the Preparation and Certification of Teachers, Administrators, and Other School Personnel in Texas. Part II.
INSTITUTION	Texas Education Agency, Austin.
PUB DATE	1 Mar 73
NOTE	31p.; Prepared for the Texas State Commissioner of Education by the Committee to Study Standards for Teacher Certification in Texas and the Commission to Study Standards for the Preparation of School Administrators; For related document, see SP 008 068
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Performance Based Teacher Education; *Program Design; Program Development; Standards; State Standards; *Teacher Certification; Teacher Education

ABSTRACT

Schematics for professional preparation programs leading to certificates provided for in Texas statutes are presented in this paper. The intent of the design is that all certification programs will be of similar form and that one type of document which clearly communicates the school roles for which the individual has been prepared will be issued. These schematics were designed so as to: (a) bring about needed changes in certification programs without seeking legislative change; (b) develop programs which prepare school personnel for specific job roles in the schools; (c) encourage development of programs oriented more toward learning, child development, and field experiences; and (d) provide programs which will facilitate the transition of school personnel from one school level to another while at the same time guaranteeing strong programs of preparation for working with the target age group. The program schematic consists of five areas of study: general education; related studies; field experiences; including student teaching; professional development; and endorsements, which are defined as preparation for a specific job role for which the individual has developed expertise within his area of specialization. Time allotment for each of these areas are as follows: (a) general education, 30-35%; (b) related studies, 10-15%; (c) field experiences, 10-15%; (d) professional development, 10-15%; and (e) endorsements, 30-40%. (HMD)

ED 091392

REPORT ON THE PREPARATION AND CERTIFICATION OF TEACHERS, ADMINISTRATORS, AND OTHER SCHOOL PERSONNEL IN TEXAS: PART TWO

by

Committee to Study Standards for Teacher Certification
in Texas and Commission to Study Standards
for the Preparation of School Administrators

March 1, 1973

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP 008 069

Texas Education Agency

• STATE BOARD OF EDUCATION
• STATE COMMISSIONER OF EDUCATION
• STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

TO: Dr. J. W. Edgar
State Commissioner of Education

FROM: The Committee to Study Standards for Teacher Certification in Texas and the Commission to Study Standards for the Preparation of School Administrators

DATE: March 1, 1973

SUBJECT: Report on the Preparation and Certification of Teachers, Administrators, and Other School Personnel in Texas

Attached is part two of the report on the preparation and certification of teachers, administrators, and other school personnel in Texas. Part one was presented to you on January 31, 1972.

The attached report is a schematic plan for the development of programs of teacher education leading to certification. Program specifics and competencies for the programs are yet to be determined.

The timetable for making the new schematic plan available for the colleges and universities is a matter of great concern. At our meeting on February 16, 1973, the following was approved:

> "that the recommended revised Standards approved by the Committee and Commission be processed within a timetable to permit use by the colleges and universities by September 1, 1973, if possible, and no later than January 1, 1974."

To study the many facets of the changing needs in teacher education and certification in Texas has proven to be a gigantic and time consuming, although enjoyable, assignment. We appreciate your providing for us the opportunity of working with you in this study and especially appreciate your extending the time following our presentation of part one in early 1972. Because of the many aspects of certification and because of the changing conditions within the schools, we feel that further study should be made; however, we are aware of the time and expense required in continuing the study. Should you decide that further study is desirable, please feel free to call upon us.

MEMBERS OF THE COMMITTEE TO STUDY STANDARDS
FOR TEACHER CERTIFICATION IN TEXAS

Miss Elenora Alexander
Director, Audio-Visual Services
Houston ISD
Houston

Mr. Albert D. Brown, Jr.
Labor Consultant
Texas Association of School Boards
San Antonio

Dr. Robert Clinton, Jr.
President, Western Texas College
(Junior College)
Snyder

Mr. Henry Crawford
Teacher of Driver Education
Corpus Christi ISD
Corpus Christi

Dr. Joe Gerber
Dean, Graduate School
Stephen F. Austin State University
Nacogdoches

Mr. E. R. Gregg, Jr.
President, Texas Bank & Trust Co.
Jacksonville

Mr. James W. Harvey
Attorney-at-Law
Archer City

Miss Joyce Kite
Teacher of Health & Physical Education
Plainview ISD
Plainview
(Represented by Miss Louise Colgin,
Teacher, Killeen ISD)

Dr. John D. Mosely
President, Austin College
Sherman

Mrs. Bernice H. Railsback
Supervisor of Instruction, Retired
Levelland ISD
Levelland

Mr. D. F. Rios
Dean, Vocational-Technical
Education, Texas Southmost College
Brownsville

Dr. Suler Ryan
Dean, College of Education
Sam Houston State University
Huntsville

Dr. Luisa G. G. Sanchez
Coordinator, Visiting Teachers
Austin ISD
Austin

Mr. Dean Skiles
Superintendent
Pharr-San Juan-Alamo ISD
Pharr

Dr. Joe L. Starnes
Assistant Supt. & Director
of Curriculum, Abilene ISD
Abilene

Mr. Wendell P. Sweatt
Assistant Principal
Terrell Junior High
Houston ISD
Houston

Mr. G. E. Thompson
Superintendent
Kermit ISD
Kermit

Dr. William E. Truax
Dean, College of Education
East Texas State University
Commerce

Mr. Charles D. Worley
Principal, Columbia HS
Columbia-Brazoria ISD
West Columbia

Dr. Empress Y. Zedler
Chairman, Dept. of Special Ed.
Southwest Texas State University
San Marcos

MEMBERS OF THE COMMISSION TO STUDY STANDARDS
FOR THE PREPARATION OF SCHOOL ADMINISTRATORS

Mr. Ernest Cabe, Jr.
Assistant Superintendent
Austin ISD
Austin

Mr. William N. Corder
Superintendent
Robstown ISD
Robstown

Dr. Nolan Estes
Superintendent
Dallas ISD
Dallas
(Represented by Mr. Robby V. Collins
Coordinator-Personnel Relations)

Mr. John L. Givens, Jr.
Graduate Student
College of Education
University of Houston
Houston
(Former Prin. of John Glenn
J. H., San Angelo ISD)

Mr. Calvin Ray Guest
President
Texas Association of School Boards
Bryan
(President, Bryan Bldg. & Loan Assn.)

Dr. Norman Hall
Superintendent
Andrews ISD
Andrews

Dr. Bascom B. Hayes (Retired)
Professor of Educational Administration
The University of Texas at Austin
Austin
(Represented by Dr. Carl Ashbaugh)

Dr. Lorrin Kennamer, Jr.
Dean, College of Education
The University of Texas at Austin
Austin

Dr. Dwane Kingery
Professor, College of Education
North Texas State University
Denton

Mr. Floyd D. Manry (deceased)

Mr. Hibbard Polk
Asst. Supt. for Instruction
El Paso ISD
El Paso

Dr. Ethelaura Ramey
Director, Division of Education
Sul Ross State University
Alpine

Mr. James E. Weeks
Attorney-at-Law
Abilene

Mr. Carl F. Wheeler, Jr.
Principal
Read Elementary School
Austin ISD
Austin

Miss LaVerne Wong
Graduate Student
College of Education
Texas A&M University
College Station
(Former Teacher of Biology,
Waco ISD)

PREFACE TO REPORT

Presented on the following pages are proposed schematics for professional preparation programs leading to the certificates provided for in Texas Statutes. The intent of the design is that all certification programs whether general, academic, vocational-technical, or special will be of similar form and that one type of document which communicates clearly the school role(s) for which the individual has been prepared will be issued. Although not all professional preparation programs are described in this document it is intended that all certification programs presently approved as well as programs described in this document will be designed in keeping with the schematics. These schematics are designed in keeping with the following principles:

To bring about needed changes in certification programs without, at this time, seeking legislative change.

To provide for the development of programs of preparation which will enable school personnel to be prepared specifically for working with pupils of the age group for which the certification is provided.

To develop programs which will prepare school personnel for specific job role(s) in the school.

To facilitate a continuous upgrading of specific programs in keeping with developments in job role descriptions.

To provide programs which will facilitate, with minimum effort, the transition of school personnel from one school level to another and from one job role to another while at the same time guaranteeing strong programs of preparation for working with the target age group.

To encourage development of programs more oriented toward learning, child development, and field experience.

To provide greater flexibility in certification to include subjects taught in public schools but for which certification is not now allowed.

To alleviate the dilemma over certification of middle school personnel, particularly for grade six (6).

STANDARD VII - TEACHER EDUCATION PROGRAMS AT THE UNDERGRADUATE (INITIAL CERTIFICATE-PROVISIONAL LIFE) LEVEL

Undergraduate level programs of preparation for school personnel shall require the Baccalaureate degree and shall be developed in keeping with the guidelines in this Standard, the needs of the State and community, and the competencies identified by the Professional Competencies Commission and the Local Cooperative Teacher Education Center. The intent of the guidelines is that programs shall be designed to prepare school personnel for specific job roles and shall be designed on a competency/performance basis.

In developing programs to meet the undergraduate level teacher education requirements, the institution of higher learning may, through regularly established institutional policy, allow students the option of (1) completing appropriate courses (2) making acceptable scores on examinations (except for laboratory-type courses, field experiences and student teaching), or (3) providing determined competencies in an acceptable way. Regardless of how the institution allows the student to fulfill the requirements of the program, the credit is to be recorded on the student's transcript in an acceptable and understandable way and credit value is to be recorded in the same manner as other courses and programs of the institution.

Guidelines for program development are designed to provide balance and to allow flexibility in the study components of programs for preparation of school personnel.

A pilot program, experimental program, or other programs deviating from the guidelines may be approved for a specified period of time with a report presented at the end of each academic year. Such program shall give clearly defined objectives, a through description of the program designed for meeting the objectives, a clear defense of the deviation from the guidelines, and clearly defined evaluative criteria.

Texas Statutes provide for a Provisional Teaching Certificate (initial certificate good for life). Five areas of specialization are designated. Areas of specialization as defined by statute are the grade level at which the individuals are certified to serve.

Areas of specialization provided by statute (TEXAS EDUCATION CODE, 1971, 13.039) are the following:

- the elementary school, including Kindergarten, grades 1 through 8 inclusive, and in grade 9 in junior high school;
- junior high school, including grades 6 to 10 inclusive;
- high school, including grades 7 to 12, inclusive;
- in a special subject for all grades; and
- in a professional service position or areas as provided in the foundation school program law.

I. Program Schematic

The Program Schematic for the Provisional Certificate consists of five areas of study: General Education, Related Studies, Field Experiences Including Student Teaching, Professional Development, and Endorsements. These areas of study are expressed in percentages of a one hundred twenty (120) semester hour program reflecting minimum and maximum requirements for certification only. The areas of study of the Program Schematic available at the undergraduate level and the percentage range of each area of study are the following:

Areas of Study	Percentages for All Certificates
General Education	30%-35%
Related Studies	10%-15%
Field Experiences Including Student Teaching	10%-15%
Professional Development	10%-15%
Endorsements	30%-40%

Endorsement Options - Endorsement Options for the areas of specialization are five in number. Each certificate program must include one multiple or one single endorsement and any combination of endorsement selected must total a minimum of 30%. The five endorsement options are the following:

Multiple Endorsement (25%-40% of the baccalaureate program)
Single Endorsement (15%-20% of the baccalaureate program)
Related Endorsement (10%-15% of the baccalaureate program)
Support Endorsement (10%-15% of the baccalaureate program)
Temporary Endorsement (15%-20% of the baccalaureate program)

The guidelines for program preparation are organized in keeping with the areas of specialization provided by statute. In the development of programs in the areas of specialization, the primary consideration shall be the relevancy of the program to the school curriculum and to the teaching situation within the school.

II. Program Design

The design for the development of programs leading to the Provisional Certificate is planned to provide a program for preparing the individual to serve effectively in a specific job role, for preparing the individual to work effectively with pupils at a given school level, and to facilitate the transition of the individual from one school level to another or from one school position to another.

The components of the Provisional Certificate Program are presented below and their relationships to the areas of specialization are described.

A. General Education (30 to 35 percent)

General Education for undergraduate level teacher preparation programs is the core of general academic studies. This common knowledge area of study should be appropriate for preparation for the teaching profession.

The general education area of study of the preparation program shall consist of from 30 to 35 percent of a total baccalaureate level program. It may not include professional preparation courses, but shall include competency in the following areas:

a. Written and oral communication in the English language

b. American History as required by statute and/or State Board of Education policy

c. United States Constitution as required by statute

d. Texas Constitution as required by statute

e. General culture as determined by the competencies required of teachers in understanding the cultural, economic, political, scientific, social, and other backgrounds of the total society

B. Related Studies (10 to 15 percent)

Related studies for undergraduate level teacher preparation programs are the studies necessary for the teacher to develop the competencies to perform successfully in the chosen school setting. The studies selected or designed for a teacher preparation program shall specifically support the preparation program for the job role for which the individual is preparing. This area of study of the program shall provide the flexibility necessary for individualizing the program to meet the needs of the individual.

The related studies area of study of a preparation program shall consist of from 10 to 15 percent of a total baccalaureate program. It shall include competencies in the following areas and may include competencies in other areas specifically related to the school role for which the individual is preparing:

a. Competencies required of teachers in understanding human beings, their development, and their interaction with one another

b. Multi-cultural society of the State of Texas

C. Field Experiences Including Student Teaching (10 to 15 percent)

All students being recommended for certification are required to have had student teaching and other appropriate field experiences. The field experiences shall total from 10 to 15 percent of a baccalaureate level program with student teaching being at least 05 percent of the baccalaureate level program.

The student teaching experience shall be at the specialization level for which certification is sought. When certification is sought at more than one specialization level, student teaching experiences at each level shall be required.

Field experiences must include student teaching and shall also include other field and/or simulated experiences in professional education, endorsement areas, and related studies.

The student teaching experience shall be at the junior level or above; however, other field experiences may be at any level of the preparation program.

D. Professional Development (10 to 15 percent)

The professional development area of study of a program leading to the Provisional Certificate shall total from 10 to 15 percent of a baccalaureate level program. This area of study shall consist only of work completed at the junior level or above and shall be part of a regularly approved program. It may not include work included in general education or related studies.

The professional development studies shall be designed to develop the competencies necessary for working with pupils in the school setting at the level designated by the certificate specialization. Emphasis shall be upon understanding the learner, the learner needs, and learning theory. The professional development studies shall be designed to develop understanding of:

a. The changing American system of schooling

b. The school and pupils of the level designated (Pre-Elementary, Elementary, Junior High, High School, and All-Level)

c. The exceptional child

d. The assessment and identification of learner needs

e. The individualization of instruction

f. The importance of teaching reading and other communication skills

g. The fundamentals of reading development

When certification is sought at more than one specialization level, the program must include a study of the pupils and the school curriculum at each level covered by the certification sought.

E. Endorsement(s) (30 to 40 percent)

An endorsement is defined as preparation for a specific job role for which the individual has developed expertise within his area of specialization. The term endorsement refers to one of the five areas of study of every certificate program rather than to something added to a certificate. As used here, the term is similar in meaning to the term teaching field; however, it is more inclusive and broader in meaning.

Each person working toward a certificate shall complete endorsement or endorsements equal to at least 30 percent of a baccalaureate level program. Endorsements are of five types. These types are multiple, single, related, supportive, and temporary. Every certificate program shall include one multiple endorsement or one single endorsement. Other endorsements which are selected to complete the 30 percent minimum may be multiple, single, related, supportive, or temporary. Further endorsements may be included in the certificate program or added to the certificate at any time. Each endorsement for which the individual qualifies shall be listed on the certificate.

Each endorsement program shall be designed to develop the competencies necessary for working with the school pupil in the school setting. The endorsement program shall include the appropriate methods and curriculum studies and these studies may be counted either as a part of professional studies or as a part of the endorsement. A subject matter endorsement shall include studies to develop competencies in the discipline or disciplines and studies to develop competencies in how to teach the subject at the given school level(s).

The program design shall provide that an individual working toward a certificate shall have endorsement(s) which total 30 to 40 percent of the total baccalaureate degree program.

1. Multiple Endorsements

A multiple endorsement program is designed for developing competencies for teaching several related school subjects, or for teaching a school subject which is based upon several disciplines.

Requirements for a multiple endorsement program may include studies included as a part of general education or related studies; however, at least one-third of the requirements for the endorsement shall be studies at the junior level or above. The multiple endorsement and any single endorsement included in the multiple shall be listed on the certificate.

A multiple endorsement program shall require from 25 to 40 percent of a baccalaureate degree program. For an area of study to be considered as a multiple endorsement, it must include studies in the subject areas normally included in the broad field of the multiple endorsement program.

Examples, not a complete list, of multiple endorsements and single subject areas normally included are the following:

a. Multiple Endorsements for the Provisional Elementary Certificate (pre-elementary through grade 9)

(1) Composite Related Subjects

(a) English Language Arts -- Composition, Grammar, Journalism, Linguistics, Literature, Reading, Speech, Spelling, Creative Writing

(b) Social Studies -- American History, World History, Economics, Political Science, Anthropology, Sociology, Psychology, Geography

(c) Physical Science -- Chemistry, Physics, Physical Science, Earth Science, Space Science

(d) Life Science -- Anatomy, Biology, Botany, Environmental Studies, Genetics, Human Development, Molecular Biology, Physiology, Earth Science

(e) Earth Science -- Astronomy, Geology, Meterology, Oceanography

(f) Music -- Vocal, Instrumental

(g) Art

(h) Health/Physical Education

(i) Speech/Drama

(j) Industrial Arts -- Drafting, Metal, Wood, Electricity, Shop Organization and Management, Power Mechanics

(2) Vocational Subjects

(a) Agriculture -- Agricultural Economics, Agricultural Engineering, Animal Science, Plant Science, Soil Science, Technical Agricultural Electives selected from three or more fields

(b) Homemaking -- Clothing and Textiles, Consumer Education, Foods and Nutrition, Home Management, Housing, Art Related to the Home, Child Development, Family and Community Relations

b. Multiple Endorsements for the Provisional Junior High (Middle School) Certificate (grades 6-10)

(1) Composite Related Subjects

(a) English Language Arts -- Composition, Grammar, Journalism, Linguistics, Literature, Reading, Speech, Spelling, Creative Writing

(b) Social Studies -- American History, World History, Political Science, Economics, Anthropology, Sociology, Psychology, Geography

(c) Business, Secretarial -- Business Machines, Office Practice, Shorthand, Typing, Business Composition, Record Keeping

(d) Business Administration -- Accounting, Business Organization and Management, Personnel, Record Keeping, Business Arithmetic, Business Composition, Business Law, Salesmanship

(e) Physical Science -- Chemistry, Physics, Physical Science, Earth Science, Space Science

(f) Life Science -- Anatomy, Biology, Botany, Environmental Studies, Genetics, Human Development, Molecular Biology, Physiology, Earth Science

(g) Earth Science -- Astronomy, Geology, Meterology, Oceanography

(h) Music -- Vocal, Instrumental

(i) Art

(j) Health/Physical Education

(k) Speech/Drama

(l) Industrial Arts -- Drafting, Metal, Wood, Electricity, Shop and Organization Management, Power Mechanics

(2) Vocational Subjects

(a) Agriculture -- Agricultural Economics, Agricultural Engineering, Animal Science, Plant Science, Soil Science, Technical Agricultural Electives selected from three or more fields

(b) Distributive Education -- College program plus at least two years of recent occupational experiences in distributive businesses to ensure an authentic knowledge of the target business

(c) Homemaking -- Clothing and Textiles, Consumer Education, Foods and Nutrition, Home Management Housing, Art Related to the Home, Child Development, Family and Community Relations

c. Multiple Endorsements for the Provisional High School Certificate (Secondary grades 7-12)

(1) Composite Related Subjects

(a) English Language Arts -- Composition, Grammar, Journalism, Linguistics, Literature, Reading, Speech, Spelling, Creative Writing

(b) Social Studies -- American History, World History, Political Science, Economics, Anthropology, Sociology, Psychology, Geography

(c) Business, Secretarial -- Business Machines, Office Practice, Shorthand, Typing, Business Composition, Record Keeping

(d) Business Administration -- Accounting, Business Organization and Management, Personnel, Record Keeping, Business Arithmetic, Business Correspondence, Business Law, Salesmanship

(e) Physical Science -- Chemistry, Physics, Physical Science, Earth Science, Space Science

(f) Life Science -- Anatomy, Biology, Botany, Environmental Studies, Genetics, Human Development, Molecular Biology, Physiology, and Earth Science

(g) Earth Science -- Astronomy, Geology, Meterology, Oceanography

(h) Music -- Vocal, Instrumental

(i) Art -- Broad Field of Art

(j) Health/Physical Education

(k) Speech/Drama

(l) Industrial Arts -- Drafting, Metal, Wood, Electricity, Shop and Organization Management, Power Mechanics

(2) Vocational Subjects

(a) Agriculture -- Agricultural Economics, Agricultural Engineering, Animal Science, Plant Science, Soil Science, Technical Agricultural Electives selected from three or more fields

(b) Distributive Education -- College program plus at least two years of recent occupational experiences in distributive business to ensure an authentic knowledge of the target business

(c) Homemaking -- Clothing and Textiles, Consumer Education, Foods and Nutrition, Home Management, Housing, Art Related to the Home, Child Development, Family and Community Relations

d. Multiple Endorsements for Provisional All-Level Certificates (Pre-elementary through grade 12)

Multiple Endorsements are available for the All-Level Certificate.

2. Single Endorsements

A single endorsement program is designed for developing competencies for teaching a school subject which is based primarily upon one discipline or for working with the learning experiences of a particular group of pupils within the school.

Requirements for a single endorsement program may include studies included as a part of general education or related studies; however, at least one-third of the requirements for the endorsement shall be studies at the junior level or above. The single endorsement shall be listed on the certificate.

A single endorsement program shall require from 15 to 20 percent of a baccalaureate degree program. For an area of study to be considered as a single endorsement, it must be a school subject which is based primarily upon one discipline or one subject of study. Any such subject may be a single teaching field.

Examples, not a complete list, of single endorsements for the Provisional Certificate are the following:

a. Single Endorsements of the Provisional Elementary Certificate (Pre-elementary through grade 9)

(1) Single Subject

(a) Mathematics
(b) A modern foreign language
(c) A Social Science
(d) Vocal Music
(e) Woodwork

(f) Photography
(g) Any other accredited course

(2) Special Education

(a) Special Education (non-categorized)
Including the development of competencies for working with all areas of special education except deaf or severely hard of hearing, blind or partially sighted, and speech pathology and audiology.

(b) Deaf/Severely Hard of Hearing

(c) Blind/Partially Sighted

(d) Mentally Retarded

This endorsement will qualify personnel to teach those pupils whose intellectual assessment reveals deficits in all essential learning processes of three standard deviation units or more below the mean of the general population.

(3) Special Learning Experience

(a) Early Childhood

A program for the Early Childhood endorsement is to be designed to develop competencies for working with all the learning experiences of children of the early childhood years. With this endorsement an individual may be assigned to work with children from pre-elementary through the third grade level.

Studies for the Early Childhood endorsement must include those to develop competencies for working with young children; those to support the teaching of reading and all other communication skills including writing, speaking, listening, spelling;

study skills, mathematical skills; physical development skills; science skills; social skills; health care; cultural understanding; fine arts skills. Emphasis is to be given to the learning experiences of early childhood.

An Early Childhood program must include field experiences at both the pre-elementary and elementary levels. Student teaching may be at either pre-elementary or grade one or may be divided between pre-elementary and primary (grades one through three).

(b) General Elementary Content

A program for the General Elementary Content endorsement is to be designed to develop competencies for working with children primarily of the early school years in the combination of subjects normally taught at the elementary school level. With this endorsement an individual may be assigned to work with children from grade one throughout the elementary school setting in a situation where one teacher is responsible for teaching a group of children all or a major part of the elementary school subjects.

Studies for the General Elementary Content endorsement, as planned in conjunction with the individual's general education program, must provide competencies to support the teaching of reading and all other communication skills including writing, speaking, listening, spelling; study skills; mathematical skills; physical development skills; science skills; social skills; health care; cultural understanding; fine arts skills.

b. Single Endorsements for the Provisional Junior High (Middle School) Certificate (grades 6-10)

(1) Single Subject

(a) Mathematics
(b) A modern foreign language
(c) A Social Science
(d) Vocal Music
(e) Woodwork
(f) Photography
(g) Any other accredited course

(2) Special Education

(a) Special Education (non-categorized) Including the development of competencies for working with all areas of special education except deaf or severely hard of hearing, blind or partially sighted, and speech pathology and audiology.

(b) Deaf/Severely Hard of Hearing

(c) Blind/Partially Sighted

(d) Mentally Retarded

This endorsement will qualify personnel to teach those pupils whose intellectual assessment reveals deficits in all essential learning processes of three standard deviation units or more below the mean of the general population.

c. Single Endorsements for the Provisional High (Secondary School) Certificate (grades 7-12)

(1) Single Subject

(a) Anthropology
(b) Biology
(c) A modern language
(d) Chemistry
(e) Dance
(f) Data Processing
(g) Drama
(h) Economics
(i) English
(j) Photography
(k) Geography
(l) Metal Work
(m) Government
(n) Health
(o) History
(p) Journalism
(q) Instrumental Music
(r) Mathematics
(s) Physical Education
(t) Physics
(u) Psychology
(v) Drafting
(w) Sociology
(x) Vocal Music
(y) Speech
(z) Any other accredited course

(2) Special Education

(a) Special Education (non-categorized) Including the development of competencies for working with all areas of special education except deaf or severely hard of hearing, blind or partially sighted, and speech pathology and audiology.

(b) Deaf/Severely Hard of Hearing

(c) Blind/Partially Sighted

(d) Mentally Retarded

This endorsement will qualify personnel to teach those pupils whose intellectual assessment reveals deficits in all essential learning processes of three standard deviation units or more below the mean of the general population.

d. Single Endorsements for the Provisional All-Level Certificate (Pre-elementary through grade 12)

Single Endorsements are available for the All-Level Certificate in any single subject area or in the special education areas.

3. Related Endorsements

A related endorsement program is designed for developing competencies for working with pupils who have special learning needs.

Requirements for a related endorsement program may include studies included as a part of general education or related studies; however, at least one-third of the requirements for the endorsement shall be studies at the junior level or above. The studies shall be designed to develop competencies for working with the target pupils at the school level designated by the certificate.

A related endorsement program shall require from 10 to 15 percent of a baccalaureate program. Examples, not a complete list, of related endorsements for the Provisional Certificate are given below. Each of the related endorsements are options for the Elementary, Junior High, High School, and All-Level Certificates.

a. Bilingual Education

A program for the Bilingual Education endorsement is to be designed to develop competencies for working with children in a bilingual-bicultural setting. Oral and written communication fluency in both English and the target language -- usually Spanish -- is required. The program is to be designed to develop an understanding of an appreciation for the cultural heritage and social environment of the bilingual child and to develop competencies for working with children in that cultural and social environment. Special emphasis shall be given to the teaching of English as a second language.

b. Urban (Inner-City) Education

A program for the Urban (Inner-City) Education endorsement is to be designed to develop competencies for working with children in an inner-city setting. The program is to be designed to develop an understanding of the cultural and social environment of the child from the inner-city and to develop competencies for working with children in that cultural and social environment. Special emphasis shall be given to communication patterns, language development, and personal image concepts.

c. Reading

A program for the Reading endorsement is to be designed to develop competencies for working with children in the development of reading. The program is to be designed to develop an understanding of reading readiness, the development of reading skills, variations of reading development within an age group, the types of reading materials most attractive to the age group, the literature available for the age group, language development as related to reading, socio-cultural factors as related to reading development, linguistics, the relationship of reading to the total language arts program of the school, and the teaching of children who have not learned to read under regular techniques and methods.

4. Support Endorsement

A support endorsement program is designed for developing competencies for performing special duties in school or school

related areas for which full, multiple, or single endorsements are not considered to be necessary.

Requirements for a support endorsement may include studies as a part of general education or related studies; however, at least one-third of the requirements for the endorsement shall be studies at the junior level or above.

A support endorsement program shall require from 10 to 15 percent of a baccalaureate program and shall be all-level and eligible to be an endorsement on any certificate. Examples, not a complete list, of support endorsements for the Provisional Certificate are given below.

a. Driver Education
b. Coaching
c. Drug Education
d. Environmental Studies
e. Career Education
f. Athletic Trainer

5. Temporary Endorsement

A temporary endorsement program is designed for developing competencies for service as an associate in a school role for which full certification can be achieved only at the graduate level. Such programs shall be designed to allow the individual to develop the competencies necessary for serving as an assistant to or under the supervision of an individual fully certified in the area for which the assistant has temporary certification. The temporary certification is valid for five years and is non-renewable. Both the beginning and termination dates of the temporary certification for the associate are listed on the certificate.

Requirements for a temporary endorsement may include studies as a part of general education or related studies; however, at least one-third of the requirements for the endorsement shall be studies at the junior level or above.

A temporary endorsement shall require from 15 to 20 percent of a baccalaureate program and shall be all-level and eligible to be an endorsement on any certificate. Examples, not a complete list, of temporary endorsements for the Provisional Certificate are given below.

a. Guidance Associate
b. Learning Resource Associate
c. Speech Pathology and Audiology
d. Evaluation Specialist Associate

III. Preparation Required in Adding Areas of Specialization after Initial Certification

After an individual has received initial certification in Texas, other areas of specialization may be added in keeping with the following guidelines:

A. A person holding a Provisional Certificate to teach in Texas will be considered to have met the general education requirements for adding area(s) of specialization.

B. A person holding a Provisional Certificate to teach in Texas will be required to develop competencies in related studies if there is evidence that his new area of specialization requires competencies which he does not possess.

C. A person having completed requirements in professional development and field experiences, including student teaching, for one area of specialization, shall be required to complete additional studies of approximately 10 percent of a baccalaureate level program in either or both of these areas of study of the preparation program. The additional studies shall be those designed to develop competencies required for working with pupils at the school level of the added area of specialization.

D. A person holding a Provisional Certificate to teach in Texas in one area of specialization will be considered to have met endorsement requirements for adding area(s) provided he has completed requirements for at least one approved multiple endorsement or single endorsement appropriate for the added area of specialization. Additional endorsements may be added by completing program requirements for these fields.

E. A person holding a Provisional Certificate wishing to add certification in special education shall fulfill the specialized requirements of the appropriate approved program.

F. A person holding a certificate in areas of special education not requiring a regular teaching certificate and wishing to become certified for teaching in one of the areas of specialization shall fulfill the requirements of the appropriate area.

G. A person holding a Provisional Certificate wishing to add certification in vocational education shall fulfill the specialized requirements of the appropriate approved program.

H. A person holding a certificate in areas of vocational education not requiring a Provisional Certificate and wishing to become certified for teaching in one of the areas of specialization shall fulfill the requirements of the appropriate area.

IV. Preparation Required in Adding Requirements

After an individual has received a Provisional Certificate in Texas other endorsements may be added to the certificate upon recommendation of an institution of higher learning that requirements in an approved program have been completed.

V. Preparation Requirements for a Person with a Bachelor's Degree or Advanced Degree Seeking Provisional (Initial) Certification

An individual seeking certification who already holds a baccalaureate or advanced level degree will be advised as to the requirements to be completed in keeping with the following guidelines:

A. Since the bachelor's degree is ordinarily based upon a broad general background in liberal arts with organized major and minor subject fields, the person holding a bachelor's degree will be considered as having fulfilled the general education requirements for a teaching certificate, except where there is an obvious lack of preparation in the competencies noted under General Education in "II-A".

B. Related studies requirements shall be required.

C. Student teaching and field experience requirements shall be required.

D. Endorsement preparation as required for preparation in the area of specialization shall be required.

E. Professional studies requirements shall be required.

VI. Preparation Requirements for a Person Certified to Teach in Another State Seeking Certification in Texas

An individual seeking Texas certification who already holds a certificate from another state shall be certified in keeping with the requirements of Senate Bill 903 and the interpretation thereof. The requirements are the following:

A. Senate Bill 903

"AN ACT requiring the Commissioner of Education, under certain conditions, to issue a Texas Teacher's certificate upon request to persons holding valid teaching certificates of other states; and declaring an emergency.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

Section L. The Commissioner of Education shall issue appropriate Texas Teacher's certificates to and upon request of persons holding valid teaching certificates of other states who desire to teach in

Texas, provided the college or university in which the teacher completed the requirements for his certificate is accredited by a recognized accrediting agency as an approved teacher training institution. Provided, however, that the out-of-state applicants take all required courses in Texas History that a Texas Teacher's Certificate requires and shall complete such course within twelve months of issuance of certificate; otherwise, the certificate will be revoked.

Section 2. The crowded condition of the calendars, and the fact that teachers certified in other states are often paid far less than certified Texas teachers with identical qualifications, create an emergency and imperative public necessity that the Constitutional Rule requiring bills to be read on three several days in each House be suspended, and the same is hereby suspended; and that this Act shall take effect from and after its passage, and it is so enacted."

B. Interpretation of Senate Bill 903

1. "Appropriate Texas Teacher's Certificates" shall be interpreted to mean a Provisional Life Certificate for those holding a regular certificate (fully certified) based upon at least a bachelor's degree in a teacher education program from another state; a Professional Life Certificate for those holding a regular certificate based upon a graduate level teacher education program of at least thirty semester hours of study from another state; an Administrator's, Supervisor's, or other special service certificate as offered by Texas when the length of preparation, but not necessarily the content of preparation, is at least comparable to that required in Texas.

2. "Appropriate Texas Teacher's Certificates" shall be further interpreted to mean that with regard to content of teacher education, the out-of-state certificate shall be accepted as fulfillment of requirements in professional studies for the level of certification being granted in Texas.

3. "Appropriate Texas Teacher's Certificates" shall be further interpreted to mean that with regard to content of academic preparation and/or general education, the preparation upon which the certificate from another state is issued shall be at least equal to in semester hours but not necessarily the same as in content or kind. Example: Wherein as twenty-four semester hours of subject matter credit is required in Texas for an endorsement, approximately twenty-four semester hours must be recorded on the applicant's transcript for a teaching field to be recorded on his Texas Certificate. It is recognized that wherein some areas of specialization such as sociology, psychology, etc., are not approved for a teaching field in teacher preparation at some levels in Texas, these may be teaching fields in other states and may be honored and recorded for certification in Texas.

   Although two teaching fields are required for certification of Texas institution graduates as out-of-state graduate holding

a valid certificate from another state may be granted a Texas Secondary Certificate provided he has only one single subject teaching field of at least twenty-four semester hours of credit. No teaching field shall be recorded on the Texas certificate unless it is approximately equal in semester hours to the requirements for a teaching field in Texas at the time the Texas certificate is issued.

4. "Valid teaching certificate of another state" shall be interpreted to mean a regular certificate (not a temporary permit or a sub-standard certificate) which is based upon at least a bachelor's degree in a teacher education program and which is in full force in the issuing state at the time application is made for the Texas certificate. For the out-of-state applicant whose certificate application is based upon a teacher education program from an NCATE approved institution in a state which does not issue a certificate until the individual is under contract in that state, a letter from the Division of Teacher Certification of that state confirming the program completed by the applicant and the certificate for which he is qualified (less actual employment) in that state will be required.

5. "Provided the college or university is accredited by a recognized accrediting agency as an approved teacher training institution" shall be interpreted to mean accepted by the State (recognized accrediting or approved agency) for teacher certification purposes.

6. "Take all required courses in Texas History that a Texas teacher's certificate required" shall be interpreted to mean the required course or courses or examination in Texas Constitution and United States Constitution. Neither United States history nor the National Teachers Examination shall be required of out-of-state applicants holding a valid certificate of the type being applied for in Texas (State Board of Education Policy, 10 July 1971).

7. "Shall complete such course within twelve months of issuing of certificate otherwise certificate will be revoked" shall be interpreted to mean that a one-year certificate shall be issued. To administer this requirement, the certificate granted shall show on its face its expiration date as being twelve months from the date of issuance. When an official transcript showing successful completion of a course in which the United States and Texas Constitutions are studied or an official verification showing successful completion of examinations in United States and Texas Constitutions are presented to the Texas Education Agency, a regular certificate showing life on its face will be issued to replace the one-year certificate.

8. The application for certification based upon a valid certificate from another state shall be accompanied by a copy of said certificate and a copy of complete transcript(s) of all college/university courses completed by the applicant.

9. An applicant holding a degree from a Texas institution of higher learning shall be considered to be a Texas graduate and shall be treated as such (required to have recommendation from a Texas institution approved for teacher education) with respect to the issuance of a Texas Certificate unless a teacher education program degree has been completed since the Texas degree and the out-of-state certificate as based upon such degree completed in the state *issuing the certificate presented.*

VII. Requirements for selected persons with Bachelor's Degrees seeking certification as a classroom teacher through special accelerated programs (House Bill 664, "The Jamison Bill").

A. Eligibility of Candidate

1. General requirements as specified for all persons seeking a certificate to teach in the State of Texas as found in Article 2891b Section 4 and 5.

2. Specific requirements for persons selected for accelerated programs.

a. Possess a bachelor's degree from an accredited institution of higher learning for three or more years prior to application for admission into teacher education program.

b. Present evidence of adequate scholastic achievement in college.

c. Show breadth and depth of preparation in academic areas related to subjects commonly taught in the public schools of Texas.

B. Application Procedures for Candidate

1. Complete an application form with evidence attached that he meets the general requirements for persons desiring certification to teach.

2. Present an official college transcript(s) and statement as to his rank in college graduating class.

3. Present a record of experiences and qualifications for evaluation.

a. List periods of work experience, giving types and kinds of work and names of former employers.

b. List specific talents or hobbies.

c. List other experiences that add education dimensions for appraisal.

d. List of names of references who have personal knowledge of applicant's personal, academic, and occupational history.

4. Present the percentile score(s) of a standardized achievement test of a recent date which includes a measurement of competence in the skills of communication, the ability to reason in logical written form, and competence in the area(s) of teaching specialization. The acceptable test(s) are determined by the institution.

C. Institutional Appraisal and Evaluation

1. Evaluation Team

a. Shall be appointed by the president or chancellor of each college or university approved for teacher education and more than one such team may be appointed at an institution when needed.

b. Shall be comprised of two members of the faculty of the department or school of education and one member from the school or college of arts and sciences for individuals applying for evaluation for elementary certification or from a teaching field for individuals applying for evaluation for secondary certification.

c. Shall give general guidance to the individual while pursuing his study and preparation and when necessary make re-evaluations, such as the acquiring of teaching experience.

2. Institutional Procedures for Committee(s) Evaluation

a. Determine applicant's eligibility for acceptance into the program.

(1) Review applicant's official transcript for evidence of adequate scholastic achievement and for evidence of acceptable teaching field(s) for elementary or secondary school programs.

(2) Review the score(s) of required general achievement test(s).

(3) Review the applicant's work experiences, references, and recommendations, and any other evidence bearing upon his personal and professional qualifications as a teacher.

(4) Interview the applicant to assist in the determination of his qualifications as a highly selected intelligent, mature, well-educated, and concerned individual interested in a career as a teacher.

b. Development of individual's programs after admission

(1) Outline deficiencies in professional and content preparation with respect to the area of teaching specialization chosen by the applicant.

(2) Provide a teacher-training program that is appropriate to the individual's needs and that can be completed in a reasonable time.

(3) Consider equivalencies for work experiences and other specific experiences and qualifications when appropriate for course or credit requirements.

(4) Assure that the program prepared for the individual does not outline more requirements than would be made in an undergraduate program of teacher preparation.

(5) Give consideration to a program that makes possible course requirements that may be reduced, compressed or combined and interchangeable with similar courses.

c. Prepare a program of certification for the individual in triplicate, with the original to be filed at the college, one copy for the individual and one copy to be sent to the Commissioner of Education.

D. Program(s) of Preparation

1. Program Development

a. Programs shall be developed to meet the needs of the individual.

b. College Organizing Programs

The college may organize its program to take into consideration one or more of the following plans: (a) Courses designed to meet specific needs of individual applicants, (b) Acceptance of equivalent courses, (c) Examinations covering courses or areas of study, and (d) Organization of demonstration laboratories that would test the individual's ability to perform successfully in the various aspects of the total teaching situation.

2. Academic Foundations

Persons with bachelor's degrees from accredited institutions of higher learning shall be considered as having fulfilled the requirements in this area, except for the unusual case of obvious imbalance in his degree program.

3. Academic Specialization Area

   a. The college evaluation team shall determine the adequacy of the individual's preparation to teach in his chosen area or field.

   b. The college evaluation committee shall consider the need to update knowledge within the field(s) of teaching specialization.

   c. The college evaluation committee shall give due consideration to the applicant's work experience, other experiences, and other qualifications with respect to his area of teaching specialization.

4. Professional Development

   a. The college shall provide laboratory experiences which:

      (1) Use accredited schools within the college area for extensive laboratory experiences related to the courses offered in professional education.

      (2) Provide frequent supervisory visits during the individual's student teaching program; or

      (3) Provide for college supervision of the individual during an internship under a master teacher in a nearby accredited school after the completion of his courses in education.

   b. The college shall organize a program which gives due consideration to the needs of the individual applicant as to the sociological, psychological, and philosophical aspects of teaching; various theories and their application to various situations and to the individual differences of students; strategies and techniques of curriculum design accompanied by development of the ability to plan and produce various instructional materials and media; systems of evaluation of students and of teaching.

STANDARD VIII - TEACHER EDUCATION PROGRAMS AT THE GRADUATE (ADVANCED-PROFESSIONAL CERTIFICATE LEVEL)

Graduate level or advanced level programs of preparation for school personnel shall be developed in keeping with the guidelines outlined in this Standard, the needs of the State and community, and the competencies identified by the Professional Competencies Commission and the Local Cooperative Teacher Education Center. Such programs shall be designed to prepare school personnel for specific job roles and shall be designed on a competency basis.

The preparation program for a Professional Certificate shall include the completion of a master's degree and shall prepare the individual completing the program for being assigned in the school position for which the preparation is designed.

In developing programs to meet the graduate level professional preparation requirements, the institution may, through regularly established institutional policy, allow students the option of (1) completing appropriate courses, (2) making acceptable scores on examination (except for laboratory-type courses, field experiences and internships), or (3) proving determined competencies in an acceptable way. Regardless of how the institution allows the student to fulfill the requirements of the program, the credit is to be recorded on the student's transcript in an acceptable and understandable way and credit value is to be recorded in the same manner as other courses and programs of the institution.

Guidelines for program development are designed to provide balance and to allow flexibility in the study components of programs for preparation of school personnel.

A pilot program, experimental program, or other program deviating from the guidelines may be approved for a specified period of time with a report presented at the end of each academic year. Such programs shall give clearly defined objectives, a thorough description of the program designed for meeting the objectives, a clear defense of the deviation from the guidelines and clearly defined evaluative criteria.

I. Undergraduate Preparation Required for Advanced Programs

A Professional Certificate program shall be based upon an appropriate undergraduate degree level preparation program leading to certification in the area for which the advanced certificate program is developed.

II. Experience Required for Advanced Programs

Three years of teaching experience shall be required; however, one year of this experience may be fulfilled by an approved internship experience of at least one public school semester.

III. Content of Advanced Level Programs

The areas of study of the Professional Certificate program are expressed in percentages of a master's degree program of 30 semester hours. These areas of study and the percentage range of each are the following:

Content	Percent of Degree
Specialty or Specialties (at least one specialty required)	40% to 60%

A specialty is defined as any endorsement or specialization areas approved for Professional Certification.

Content	Percent of Degree
Humanities, Multi-Cultural Studies, Behavioral Studies, and/or Other Supporting Studies	10% to 30%
Theory and Practice in Professional Studies	20% to 40%
Research or Interpretation of Research in Advanced Studies	10% to 20%

IV. Program Requirements for Advanced Level Programs

Professional Certificate	REQUIREMENTS
Counselor: All counselor preparation must include general counseling competencies and competencies in academic education, career education, special education, and technical-vocational education.	Master
Instructional Officer: Program to include competencies in supervision of instruction and curricular design.	Forty-five semester hours including a Master
Educational Diagnostician	Master
Evaluation Specialist	Master
Learning Resource Specialist: Librarian-Media	Master
Mid-Management Administrator (all administrative positions other than the superintendency)	Forty-five semester hours including a Master
Reading Specialist	Master
Special Education, Blind/Partially Sighted	Master
Special Education, Deaf/Severely Hard of Hearing	Master
Special Education, Language Learning Disabilities	Master
Special Education, Emotionally Disturbed	Master
Speech Pathologist and Audiologist	Master
Superintendent	Sixty semester hours including a Master

Professional Certificate	REQUIREMENTS
Supervisor	Master
Teacher	Master
Visiting Teacher	Master

STANDARD IX - SPECIAL CERTIFICATION

Certification programs which may or may not include the requirement of a degree and which may or may not require an approval collegiate program are to be organized and included under STANDARD IX.